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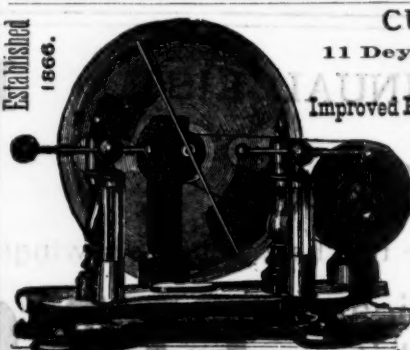
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New York, November 18, 1882.

### THE NOVEMBER NUMBER

OF THE

## Scholar's Companion

Is full of interesting reading for the scholars. "The Nutting Party" is illustrated and the "Moonlight Sonata" tells of an evening visit of Beethoven. "Genius in Childhood," "Taking a Hint," "Dryburgh Abbey," "Only," "Famous Battles," "Traveler's Tales," and "Kerim and the Carrot"—a Persian Fairy story, are all interesting—yes, more instructive. Then comes a dialogue good for the school-room and a recitation. The School-room, The Writing Club, The Letter Box, are full to the brim. Then comes some more interesting things. And finally the "Awards of Prizes" for painting in water colors. Altogether the young folks will like this number. They know its worth. Remember it is only 50 cents a year.

We find this sentence in an educational journal: "How we can best fit the child for the duties of social life and citizenship is the object of the New Education." There is evi-

dently quite an effort being made by some persons to comprehend the "New Education,"—and it will be misunderstood as the Kindergarten has been and is. The above is no definition.

IMPROVEMENT is only possible when proper external agencies are brought to bear. We are different from others because of external conditions. Man is capable of culture, growth, stimulation, and of training. These may come through books, men, nature or society, but the school proposes a plan to apply these external conditions.

If you visit a place and find that the better class of people have a contempt for their public schools, you may know at once that they pay low salaries to their teachers. On the other hand if you visit a place and find the better class of people enthusiastic over their schools, you may be certain they pay fair salaries. It is easy to see why this is so.

THE physical life is closely related to the mental life. Dr. Renaudin relates the case of a boy who was successful in his studies at school, and who lost his energy and became so unruly as to be expelled from school. It was found that his evil behavior was closely related to the condition of his skin; it had become insensible; on returning to its normal state he became docile and affectionate, but relapsed as his malady returned.

KINDNESS to animals marks the higher degrees of civilization. It is a noticeable trait of the cultivated mind that it studies the ways of the lower creation. Would men like Darwin or Lubbock torture animals? The races of India exhibit a kindness toward animals that is very remarkable, and they wonder at the cruelty of the Europeans. Let us learn from them to treat animals as we would wish to be treated were we in their places.

THERE is no profession that has so many impracticable men in it. A basis of principles has not yet been laid down; nor is the prospect good that one will be. In each state the teachers meet, read some "papers," pass some "resolutions," and then depart; they do not face the real issues; they do not plan out a campaign and determine "to fight it out on that line if it takes all summer." We have urged different things, but only a few comprehend the matter.

The most notable event of the month and indeed of the year has been the election. Twenty-six states held elections Nov. 7th. The results are democratic victories almost everywhere. A great tidal-wave has swept over the land. In this State Grover Cleveland was elected by nearly 200,000 majority. Just think of it! What has caused this? The Republicans have been running things in the interest of the party, not of the people. That explains the matter. The Republican party must reform or give way to another.

Questions have arisen and are arising at every turn, and they are not by any means answered. Among them are such questions as these: (1). What is the stock of words the child brings to school with him? (2). What is the relation between the sign and the idea? (3). Whence is the idea derived? (4). What is the relation between doing and thinking? (5). What best cultivates the power of attention? (6). What marks a right method of fixing truth in the memory? (7). On what does method generally depend?

THE "survival of the fittest," is a phrase that has an intense meaning when applied to education. The one most fit to live in this world will, other things being equal, out-survive others. The question to be asked is, what most fits us, or as Herbert Spencer puts it, "What knowledge is of most worth?" This is by no means certain; one prescribes a certain course of study; knowing they believe to be needful. Another sees that the act of *doing* is what is still more needed by the mass of men. Both to Know and to be able to Do are evidently needed.

If you have a class of restless and mischievous boys and want to keep them busy, you had better not let them get to their places before you, and get a start without their teacher being on hand to check them. Ten minutes sooner or later on your part in getting to your place will make a solid hour's difference in your control of your classes for one day. If a teacher is ahead of his scholars in getting into place he can keep ahead there. If his scholars are ahead of him to begin with, they are not likely to lose their lead till the school closes.

QUESTIONS.—The real educator is constantly solving educational problems; there will arise in his mind questions that only a prolonged and careful investigation will enable him to answer. Froebel undertook to grapple with the laws of mental development, indeed all educators have proposed this. Every real teacher strives to come at general laws; some attain to merely practical results; they say, "I know nothing about the theory of education, but I do know that if I am thorough, my pupils make improvement." Others attain to a consistent theory, and the necessity of having a theory is very great, as every student knows.

THE efforts to introduce Froebel's system in our country have not resulted simply in the establishment of a certain number of Kindergarten. Principles which Froebel emphasized and which had been practically ignored in conventional systems of instruction have been revived, and promise to work a transformation in elementary schools. The opinion seems to be gaining ground in the United States, that the instruction in form, color, and design, and the manual training which are provided for in the Kindergarten afford a simple and practical foundation for industrial education. It is more, needful that some one who understands it shall mark out a scheme for the schools up to the High School grade.

For the SCHOOL JOURNAL.

## INDUSTRIAL EDUCATION.

It is believed by many that a technical or industrial department cannot, with propriety be introduced in the common schools of our country. This, however, does not prevent the teacher giving lessons indirectly towards industrial pursuits. It is too often the case that American youth arrive at the very brink of manhood without having thought of what they should do for a living. Met in this unprepared state, they often take up a trade or profession which they do not like and to which they are not in the least adapted.

It is thought that every one can succeed in life if he find the proper vocation, and follow it earnestly. This is an error. Adaptation and training count for very much in the battle of life. While the teacher is not especially responsible for the business failure of his pupils, for he cannot teach them the rudiments of all the trades, yet there are many practical business hints that should receive attention at his hands.

Every pupil should know that he must work, either with hand or brain; and that labor of either kind is honorable. Next to this comes the choice of an occupation for life and a fitting for it. The teacher should, from time to time, call the pupils' attention to practical life, and show what causes success or failure. He will teach them that reading, history, geography, etc. are useful to all; besides he should start a discussion on industrial pursuits. A pupil may easily be led to study the industrial pursuits of his own immediate neighborhood and to gain considerable technical knowledge, by a little encouragement on the part of the teacher. A few moment's conversation upon the pleasure and ills of an occupation may do more for the future of a boy than all his other school-work combined.

Let the teacher, in addition to storing the minds of his pupils with knowledge, aid them in a just conception of the ways of the world, and enable them to choose, not hastily, but wisely, the part they shall perform; then shall his work lead to that greatest of national blessings—educated labor.

## THE SPENCER DINNER.

On Nov. 9, a dinner was given at Delmonico's to Herbert Spencer, the company including about 150 gentlemen. The guests were from New York City, Harvard and Yale Colleges; Brooklyn, Boston, Newburg and Newport; all professions were there—clergymen, lawyers, judges, merchants, physicians, editors, teachers. The Editor of the SCHOOL JOURNAL found Supt. Rickoff, of Yonkers opposite. Supt. Calkins, of New York and Prof. Johnson at his left, Prof. Cochran, Prest. Brooklyn Polytechnic Institute at his right. The genial Brown, of D. Appleton & Co., and the cordial Cathcart, of Ivison, Blakeman, Taylor & Co., held good companionship on the opposite side. Mr. Spencer sat at the right of William M. Evarts, then followed Prof. Sumner, John Fisk, B. H. Bristow, H. W. Beecher, E. J. Youmans. On the left were Carl Schurz, Prof. Marsh, Mr. Lott (Mr. Spencer's companion here) and A. S. Hewitt. Looking around many eminent men beside these were seen at the tables.

Carl Schurz of the *Post*, Hurlbert of the *World*, Dana of the *Sun*, Stephen A. Walker and F. W. Devoe of the Board of Education; Judges Speir and Van Vorst; Lawyers Simon Sterne, Chauncey M. Depew, Cyrus Field; Profs. Rood, Draper, Newberry, Eaton and Botta; the artists, Bierstadt and Greenough; the writers, Stedman, Charlton Lewis and Junius Henry Browne; Drs. Hammond, Barker, Jacobi; Publishers, Appleton, Blakeman, Van Nostrand and Holt. But space forbids to mention all of the company. Mr. Evarts made a bright speech (though very solemn looking) and introduced Mr. Spencer, who spoke at some length. He advised the Americans to live under less pressure. Prof. Sumner, of Yale College, spoke on "Sociology," Prof. Marsh, on "Evolution," Prof. Fiske, on "Evolution and Religion," Carl Schurz, on "Efforts of Science," H. W. Beecher, on "Evolution and Theology," and altogether it was a brilliant and memorable meeting.

## PROF. WILLIAM HARRIS.

Prof. Harris has attained eminence as an educator in America; as a philosophical investigator of educational problems he probably outranks any other man at present. He was born in North Killingly, Connecticut, September 10, 1835. A descendant, on his father's side, from Thomas Harris, who emigrated to Rhode Island, with its founder, Roger Williams. He was educated at a country district school in Connecticut, and attended academies at Woodstock, Connecticut, and at Andover and Worcester.

In 1857, Mr. Harris arrived in St. Louis, and engaged in teaching. He was appointed Principal of Clay School, in 1859. After eight years service, he was, in 1867, appointed assistant superintendent, the following year, he was elected General Superintendent. To this office he was regularly re-elected each year, until May, 1880, he resigned the position.



On his retirement from the superintendency, Mr. Harris was the recipient of many testimonials expressive of the high esteem in which he was held by all with whom he had been connected in his educational work. Among these was a gold medal presented by the citizens of St. Louis. He was also presented with a letter of credit for \$1,000 for defraying his expenses on a prospective trip to Europe to study and observe recent educational methods abroad. A beautiful engrossed copy of complimentary resolutions was presented to him by the teachers of the city, containing 1,100 signatures.

His mind is speculative in its tendency and under his guidance a school of Philosophy was organized in St. Louis. He has attained a position of eminence, because he pursues truth for its own sake.

## AS TO SPELLING BOOKS.

The School Committee of Boston referred the subject of a spelling-book for the grammar schools to the Supervisors (Supts. of Schools.) These considered the subject, and reported through Supt. Seaver as follows:

First, the "Exercises in spelling should be as far as possible written. The aim all along should be for the pupil to be able to spell the words of his own vocabulary. He should have constant practice in familiar words, and also in the new words met in any of his lessons. It is too much, of course, to expect him to remember the correct spelling of all the words of his constantly increasing vocabulary; but he may, at least, be spared useless drill upon words which he cannot use and of whose meaning he is ignorant.

"As early as possible passages from the reading-lessons should be copied, and sentences should be written daily from dictation. The sentences which the pupils make in their oral exercises or in their language-lessons will thus give material for a spelling lesson. When the pupils are far enough ad-

vanced they may write out the substance of any of their daily lessons in geography, history, physiology, etc., or copy good passages of prose and poetry. It is manifest that words spelled thus in vital connection with each other and with their meaning will be better remembered than when they are written in lists as isolated, dead fragments."

The above was to do away with the practice, then very common in the schools, of learning lessons in the spelling-book. It was seen that this practice was in open violation of the sound principle that correctly written word-forms are most easily and surely acquired when the words are used in their natural connections as expressing thought;—which principle, indeed, is but a special application of the still broader principle that should guide all teaching and that finds expression in such maxims as, "ideas before words," "things before names," "thoughts before sentences," "knowledge before definitions," etc.

The aim was to apply the well-known principle, that one learns to do a thing by doing that thing; that is, in the present case, that one learns to write language correctly by writing language correctly. Copying good extracts, not only of prose, but especially of poetry; written abstracts or reproductions of daily lessons in all branches, but more especially of those under the designation "oral instruction," sentence-making, story-writing, descriptions, and other forms of composition, written tests and examinations; all these and many other forms of written work, provided they were subjected to unremitting criticism, correction, and rewriting, afforded all needed opportunities for the cultivation of the all-important habit of correct spelling.

It was recommended, and the school committee voted, to discontinue the use of the spelling-book. It is still much the practice to spend, in drilling on lists of isolated words time which might much better be spent on written exercises. This use of lists of miscellaneous words, picked up by the individual teachers very much as chance circumstances may have dictated, does not meet the approval of any member of the Board of Supervisors.

The majority of them believe that the restoration of the spelling-book at the present time would be neither safe nor advantageous, and that the ultimate result would be to transfer the energy now spent upon the written work where it is just beginning to tell back again upon spelling-book drill. It is further believed that when written work, done under unremitting criticism and correction, is properly appreciated by teachers as the best means of training to a habit of correct spelling, the feeling that a spelling-book is needed will pass away.

The Board is unanimous that the main effort to cultivate good spelling should be concentrated, not on spelling-book drill, but on composition and other written work; also in the opinion that the list of miscellaneous words now prepared and much used by the teachers should be discarded.

For the SCHOOL JOURNAL.

## DEFINITION AND IDEA.

BY PROF. J. G. GRAY, St. Cloud, Minn.

All knowledge has its basis in perception. It is therefore necessarily true that definition can become an instrument of knowledge only as it is the expression or symbolizing of ideas already in the mind of the learner. As self-evident and trivial as this statement may seem to be, it comprehends the length and breadth, the height and depth of the New Education. Its practical working may be seen in its application to any of the subjects taught in the schools.

Let us take geography for illustration. Because of the truth of the statement made above, it follows that the method used in teaching this subject is the best one which brings all of the child's knowledge nearest to the basis of sense-perception. In order, therefore, to teach the subject well, the teacher must be master of the various steps possible in bringing the knowledge to be gained within the child's reach. It is evident that the best way in the world to convey to a learner an idea of anything, is to bring him into actual contact with the



*thing itself.* Hence the teacher must first take his classes into the fields, and direct their attention to the features of land and water, to the soil, the climate, the productions, the animal and vegetable life, the forms of society and government, and the actualities concerning which he is expected to give fuller explanations in the subsequent positions of the course.

When the time arrives, as it certainly will at an early period of the child's life, at which it will be necessary to enlarge his sphere of thought beyond the bounds of his own neighborhood, the teacher should use the next best means of implanting perceptions of things in the learner's mind. This is to be accomplished by the use of *models*. Correct and clear perceptions of many of the surface features, both of land and water, can be given by using a shallow box with water-tight joints filled with sand or soil. In this the child can form islands, lakes, hills, etc., etc., none the less real because they are small. On a larger scale models may be made of the continents in clay and allowed to dry, after which water can be sprinkled upon them, thus illustrating the water courses. Herein lies the value of globe-geography. The globe is a model of the earth, imperfect it is true, but still the nearest representation of the earth as a whole that we have. The correct ideas regarding the form, position and relative size of the various parts of the earth's surface can be given in no other way, as it is impossible to correctly represent the surface of a sphere upon a plane. The globe should always be studied before maps are used by the children. A glance at Mercator's world-map is sufficient to prove this assertion true. Scores of teachers have told me that Greenland is south-east of the north pole. Many will declare that Greenland is as large as South America. These impressions are clearly given from maps.

But still further, the teacher finds often that neither the object nor a model of it is within his reach. What then may he do? Our own experience, as well as common-sense, gives the answer. The next most reliable medium, or instrument for conveying ideas to the mind is *pictures*. These are somewhat like the thing itself, but are less to be trusted than models. The Patent Office is filled with the latter, not with the former. While a teacher may assume that an intelligent child, if properly directed will get a clear conception of a river by seeing it, or by seeing a mimic representation of it, he is by no means sure that the picture of it creates within the child's mind the true idea of the object itself. However, pictorial representation is a most valuable adjunct to instruction. Here is the sphere of maps. They are not pictures, still they embody the elements of form and proportion.

Last in the series of steps used in the work of conveying ideas is *word-pictures*. Verbal description or explanation is by odds the least certain of all methods used in the various processes of instruction. When a teacher states a fact to a child, or when the child reads it from a book, the teacher has absolutely no power to discern what kind of an idea is formed in the child's mind. This is the most critical point in the whole line of an education. The child at this point makes the transition from the acquisition of ideas immediately from things impressed upon the sense, to that of obtaining them through the mediation of symbols,—signs, which in themselves have no power whatever to communicate ideas. It is so much easier to *talk* than to *teach*, that teachers are greatly tempted to use this method first, and trust to chance that the children are getting information. The least important work of the teacher is the putting into symbols the idea of the child; his true sphere, at least his first duty is to give him *right ideas*. This being done, the symbolizing in words is an easy task. The waste of mental and moral power due to the violation of this fundamental, all-comprehending law of instruction is incalculably great. We all to-day would be far better men and women had we not been fed upon the dry husks of the symbols of ideas. Too often is it true that language is the grave of thought.

### EDUCATION OF THE WILL.

[From address of Prof. G. Stanley Hall before the National Educational Association in Saratoga, July, 1882. This address, though deep, was probably the most remarked of all the utterances at the meeting; wealth of thought and scholarship are apparent.]

From its nature too, as well as from its central importance it might be easily shown that the will is no less dependent on the culture it receives than the mind. It is fast becoming as absurd to suppose men can survive in the great practical strain to which American life subjects all who would succeed, if the will is left to take its doubtful chances of training and discipline, as to suppose the mind develops in neglect. Our changed conditions make this chance of will-culture more doubtful than formerly. A generation or two ago most school-boys had either farm work, chores, errands, jobs self-imposed, or required by less tender parents; they made things, either toys or tools, out of school. Most school-girls did house-work, more or less, which is like farm-work the most varied and most salutary, as well as the most venerable of all schools for the youthful body and mind. They undertook extensive works of embroidery, bed-quilting, knitting, sewing, mending, if not cleaning, and even spinning and weaving their own or others' clothing, and cared for the younger children. The wealthier devised or imposed tasks for will culture, as the German crown prince had his children taught a trade as part of their education.

The only duty of small children is habitual and prompt obedience. Their will, purpose and even mood when alone is fickle, fluctuating, contradictory. Our very presence imposes one general law on them, viz., that of keeping our good will and avoiding our displeasure. As the plant grows toward the light, so they unfold in the direction of our wishes, felt as by divination. They respect all you smile at, even buffoonery; look up in their play to call your notice, to study the lines of your sympathy, as if their chief vocation was to learn your desires. Their early lies are often saying what they know will please us, knowing no higher touchstones of truth. If we are careful to be wisely and without excess happy and affectionate when they good, and saddened and slightly cooled in manifestations of love if they do wrong, the power of association in the normal eupeptic child will early choose right as surely as pleasure increases vitality. If our love is deep, obedience is an instinct, if not a religion.

Our requirements should be uniform, with no whim, mood, or periodicity of any sort about them. If we alternate from caresses to severity, are fickle and capricious instead of commanding by a fixed and settled plan, if we only now and then take the child in hand so he does not know precisely what to expect, we really require the child to change its nature with every change in us, and well for the child who can defy such changeable authority, which not only unsettles but breaks up character anew when it is just beginning to inspissate. Neglect is better than this, and fear of inconsistency of authority makes the best parents often jealous of arbitrariness in teachers. Only thus can we develop general habits of will and bring the child to know general maxims of conduct inductively, and only thus by judicious boldness and hardihood in command can we bring the child to feel the conscious strength that comes only from doing pleasant things. Even if instant obedience be only external at first, it will work inward, for moods are controlled by work, and it is only will which enlarges the bounds of personality.

The child's notion of what is right is what is habitual, and the simple, to which all else is reduced in thought, is identified with the familiar. It is this primitive stratum of habits which principally determines our deepest beliefs—which all must have over and above knowledge—to which men revert in mature years from youthful vagaries. If good acts are a diet and not a medicine, are repeated over and over again, as every new beat of the loom pounds in one new thread, and a sense of justice and right is wrought into the very nerve-cells and fibres; if this ground texture of the soul, this "memory and habit plexus," this sphere of

thoughts we oftenest do, is early, rightly and imperceptibly wrought, not only does it become a web of destiny for us, so all-deetermining is it, but we have something perdurable to fall back on if moral shock or crisis or change or calamity shall have rudely broken up the whole structure of later associations. Not only the more we mechanize thus the more force of soul is freed for higher work, but we are insured against emergencies in which the choice and deed is likely to follow the nearest motive, or that which acts quickest, rather than to pause and be influenced by higher and perhaps intrinsically stronger motives. The will, especially, is a trust we are to administer for the child, not as he may now wish, but as he will wish when more mature. We must now compel what he will later wish to compel himself to do. To find his habits already formed to the same law that his mature will and the world later enjoin, cements the strongest of all bonds between mentor and child. Nothing, however, must be so individual as punishment. For some a threat at rare intervals is enough, while for others, however ominous they may be, they become at once "like scarecrows, on which the foulest birds soonest learn to perch." To scold well and wisely is an art by itself. For some children pardon is the worst punishment; for others, ignoring or neglect; for others, isolation from others, suspension from duties; for others, seclusion—which last, however, is for certain ages beset with extreme danger—and for still others, shame from being made so conspicuous.

Thrice happy he who is so wisely trained that he comes to believe he believes what his soul deeply does believe, to say what he feels and feel what he really does feel, and chiefly whose express volitions square with the profounder drift of his will as the resultant of all he has desired or wished, expected, attended to or striven for. When such an one comes to his moral majority by standing for the first time upon his own careful conviction, against the popular cry, or against his own material interests or predaceous passions, and feels the constraint and joy of pure obligation which comes up from this deep source, a new, original force is brought into the world of wills. Call it inspiration, or Kant's transcendental impulse above and outside of experience, of Spencer's deep reverberations from a vast and mysterious past of compacted ancestral experiences, the most concentrated, distilled and instinctive of all psychic products, and as old as Mr. Tyndall's "fiery cloud," the name or even source is little. We would call it the purest, freest, most prevailing, because most inward, will or conscience.

Only great, concentrated and prolonged efforts in one direction really train the mind, because only they train the will beneath it. Many little, heterogeneous efforts of different sorts, as some one has said in substance, leave the mind like a piece of well-used blotting paper, and the will like a rubber band stretched to flaccidity around one after another bundle of objects too large for it to clasp into unity. By staking the horse or cow out in the spring-time, till he gnaws his small allotted circle of grass to the ground, and not by roving and cropping at will, can he be taught that the sweetest joint is nearest the root;—are convenient symbols of will-culture in the intellectual field.

INSTEAD of the one-sided training of the many, they (the thinking teachers of Basedow's time) wished for an awakening, soul-refreshing instruction and development of the thinking power in the pupil. In order to secure this they proceeded to teach them to think, to speak, to observe, to investigate; they recognized that of all things, correctly apprehending senses were a fundamental condition for correct judgment. They insisted upon further material apparatus for culture and upon a better method; upon enriching the pupils' minds with material knowledge and multiplied accomplishments. *The king in this kingdom, the genius of Christian, human pedagogy, was Pestalozzi.* He found us a single costly pearl, the motto of education for all time: *The development of human nature on the ground of Nature.*—BUSSE.



## THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

## TEACHING LANGUAGES.

BY ANNA JOHNSON.

In teaching foreign languages, the "Natural Method" is now the most popular, and is indeed considered by competent judges the true method. If this is so, why not adopt it in teaching our own language in schools? The children need to be taught to think and express themselves in their mother tongue, quite as much as if they were learning a foreign language. It should be the teacher's aim in each lesson to develop language as far as possible. In the Quincy system it is given prominence.

From the very first the children should be encouraged, and, if necessary, compelled to express themselves, first orally, and as soon as possible in writing. They may begin by telling what they see, hear, feel, eat, and touch and where they have been, etc. Then they may be taught to enlarge upon the forms and combine short sentences. They will be glad to tell a few things about their pet cat or dog, or some plaything or present. When they are able to write they may be able to state on their slates what they did before or after school; what they like to do, or where they would like to go, and why. They may give their reasons for liking summer, winter, etc. By allowing the children to express their own ideas in their own language, the teacher can much better get at their real needs; he can see where their deficiencies are, and better help to correct them.

Almost every lesson may be made a language lesson; geography, history, spelling, arithmetic (practical examples,) and object lessons especially. The children should be taught to express the same idea in several ways; as, "The boy's name was John." "There was a boy, whose name was John." "There was a boy named John."

A good way to teach irregular verbs is to ask questions, using one form, and have the children answer in the affirmative using another form, as, "Did you *buy* a slate to-day?" "Yes; I *bought* a slate to-day." "Did you *see* your friend?" "Yes; I *saw* my friend." Thus a long list of questions may be written on the board, and the answers written by the children, or simply a list of verbs placed on the board, and the children write both questions and answers themselves.

One way to teach the children to compose, is to read a short story, or a long one, if it have marked points of interest, and let them write what they can remember of it. Some of the best efforts may be read aloud to encourage them, while the poorest may be privately criticised and allowed to be rewritten. When there are common mistakes they may be mentioned before the class and criticised or special lessons given upon them. It is a good plan for the teacher to glance over the daily papers and note some prominent event or item of interest, which he may mention to the class, and have them frame into readable statements; where the words are new or too difficult for the scholars to spell, they may be written upon the board; this will enlarge their vocabulary, which is important.

A picture may be presented before the class; the teacher may ask questions about it; the children may exercise their imaginations, and then write a little story concerning it. The children need at first to be furnished with ideas; they cannot express what they have not in mind. A few facts in the life of some prominent person may be given, which the children may write from memory; or a few suggestive words may be placed upon the board, from which they may weave a little story.

In letter writing the children may imagine they are sending a present to some one and write an appropriate note, to accompany it; then again, that they are the recipient of said present, and return a note of thanks.

They may write in imagination from other countries, and relate what they know of the manners, customs, products, places of interest, etc. Letters of introduction and recommendation, business notes, receipts, bills, etc., should also be taught.

Constant drill in expression is the only way to insure perfection, and in no other way is spelling made so thoroughly correct. The mistakes so constantly made in little words are thus effectually rectified.

For the SCHOOL JOURNAL.

## LESSONS IN COMMON THINGS.

PAPER.—Paper is made from linen, cotton, worn-out India bagging, wood, bark, straw, hay and thistle, according to the kind required. The Chinese were probably the first makers of linen paper; but it was not until the thirteenth or fourteenth century that the art was known among European nations. The linen rags are first carefully picked over and sorted according to their quality; they are then put in a machine which, with very sharp plates, grinds it in a trough with running water, until, in the course of a few hours it is reduced to a pulp. It next passes into a large vat connected with boilers, which produce heat enough to give the pulp some consistency; next it goes into smaller vessels where, by a wheel, the pulp is prevented from sinking to the bottom. Now the workman dips out the pulp into a sieve-like mould the size of the paper to be made and about an inch deep. Through the meshes of the fine brass wires of the bottom the excess of water passes, leaving a layer of pulp. The workman knows just how much pulp is necessary to form the paper of the proper thickness. A second workman takes the mould and turns the pulp (now a sheet of paper), upon a felt or woolen cloth; upon this another cloth is placed to receive another sheet and so on, about seventy-two sheets being stacked. Then it is put in a press and great force applied to squeeze the water out. The paper is then taken from the felt, and one sheet being laid upon another, it undergoes a second pressure. This is repeated five or six times, the sheets being separated between each application of the press. They are then hung up to dry in rooms where there is a current of fresh air. In this state the paper is absorbent like blotting paper; size must be applied before it is fit for writing. For size starch is largely used. The paper is dipped in hot size, is again pressed four or five times and hung up, to dry as before. The glaze is given by passing over hot, smooth rollers. It is then packed up into quires, ruled, if that is called for, cut into the usual shapes and sent to the stationers.

For the SCHOOL JOURNAL.

## LOCAL GEOGRAPHY.

BY HENRY A. FORD, A. M.

Many of your professional readers, very likely, have failed to notice the remarkable multiplication in late years of local aids to the study of geography and history. For about twenty-five years the business of making county wall maps or atlases has been actively and widely pushed throughout this country. The name of your rather peculiarly eminent fellow-citizen, Mr. Jay Gould, is associated with at least one of the early enterprises of this kind. They, with some historical matter presently written into them, proved the genesis of the large quarto county histories to which twenty to thirty customers in the land give their almost exclusive energies. One not conversant with this new business would be surprised to learn with what industry and success it is prosecuted, and how many corps of canvassers and "historians" are at work between the Far Northeast and the Far Northwest. A single publisher in Philadelphia—the pioneer in this line of book trade I believe—carries sometimes twenty of these ventures at once. The result is that many counties in the Northern States are already supplied with voluminous local histories comprising geographical and historical sketches of every town or township, city or village, in the respective counties treated. Others have the county atlas; some have both atlas and history. These are somewhat costly, and the average teacher is not likely to include them in his library or professional "kit of tools." In most cases, however, they, or either of them, could easily be procured for

temporary use, or could be handled at the homes of pupils; and the object of this article is to suggest their value in school work. I hardly need say to your readers that the best result of studies in history or geography—or any other branch, for that matter—is the formation of habits of inquiry and thought in regard to facts and principles in that branch. It is a commonplace that children should learn the geography, if not the history, of their homes; and some of the best aspects of improved pedagogy are in the applications of this principle. For special exercises in these, the works to which I referred at the outset offer very excellent opportunities. Numerous county studies, for example, could be made of the county map which perhaps already hangs upon the walls of the school-room, or the more detailed atlas which could be consulted at home or had for brief use in the school. It might be made the foundation of an indefinite number of intelligent essays, which would have a local and permanent interest for the writers, their parents and their fellow-pupils. I have before me at this moment a careful study of this kind, prepared as an introduction to an historical sketch of a town in one of the old counties of Maine, for which an elaborate history is in course of preparation. I append it as perhaps suggestive of the ground which at least one essay or other exercise might cover.

[The following is given as a sample of a lesson on a township. The map should be drawn on the blackboard or on a large sheet of manilla paper.]

Alton is bounded on the north by Lagrange, the northernmost town in the county of this tier of townships; on the east by Birch Stream, beyond which lies Argyle; on the south by Oldtown; and on the west by Hudson and Bradford. Its boundaries are right lines upon three sides, but the fourth side is made irregular and tortuous by the course of the Birch Stream. This boundary water heads, in its west branch, near the north and west lines of the county, in Lagrange town, and its eastern fork about three miles to the southeast. The branches unite two miles above Alton, and flow thence in tolerably straight current to the junction with the Stillwater, at a mouth opposite the northernmost point of Orson Island, in Oldtown. A mile below the north line of Alton it receives a petty tributary known as Ten-Mile Brook, which has its source in Pickerel Pond, a sheet of water about three-fourths of a mile long by one-fourth broad, almost in the exact geographical centre of the town. A mile east of the lower part of this is Holland Pond, in which the McKechnie Brook takes its rise, flowing thence in a south and southeasterly course nearly four miles to another stream, watering the southeast of the town, by which it reaches Birch Stream. Half a mile southwest of Pickerel Pond is another diminutive lake, called Pug Pond, in which the Pug Brook makes a start, running thence south into Oldtown. A larger brook than any of these is the Dead Stream, whose headwaters are in the northeast corner of Bradford and in Lagrange, west of the post-office of that name. In a nearly due south course it intersects the entire western part of Alton, near the west boundary, dipping over into Bradford for a short distance, near the southeast corner of that tract. When about two-thirds of the way down the town, it is broadened into a mill-pond and furnishes motive power to a saw- and shingle-mill and a tannery. Near the south line of the town it enters Pushaw Stream, a bend of which, about a mile in length, also lies within its territory. West of the Dead Stream the Pushaw receives another but very small tributary, which waters the southwest corner of the town. Two and a half miles north of Pickerel Pond is a very small lake, with a short outlet into Ten-Mile Brook. Mansell Pond, half a mile southwest of Holland Pond, has an outlet of about a mile length into the McKechnie Brook. The entire town is intersected almost diagonally by the Bangor & Piscataquis Railroad, almost ten miles of whose track lie within it. The Alton Station is between Holland Pond and the wagon road, which follows the railroad with general parallelism.

A LETTER shows the man it is written to, as well as the man it is written by.—CHESTERFIELD.



For the SCHOOL JOURNAL.

## DAILY DUTIES.

The work of the teacher in the school-room must cover far more than the studies on the program. This often surprises the young teacher. He supposes that his work will be to call up classes and hear lessons; but somehow his time is so taken up in attending to the general order, that the lessons suffer. He must appoint assistants, such as "officer of the day," "assistant officer of the day," "captain," "general assistant."

(1.) The heating of the room in winter must be carefully attended to; the teacher should come early enough to see that good fires are built, and that the doors are shut. If the room is warm at ten minutes before nine o'clock, all can be made comfortable before school begins; otherwise request the children to go to the stove or register. During the day the fuel in the stove must be carefully replenished. All this should be put upon "the officer of the day," who must give it close attention; that is, the supply of fuel and putting it in the stove at proper intervals.

(2.) The windows should be supplied with curtains, and these should be raised and lowered as the case may demand. This, too, must fall upon the "officer of the day."

(3.) The ventilation must be steadily watched, the doors or windows opened from time to time if there are no ventilators—as there probably will not be. This too must be done by the "officer of the day."

(4.) The attendance-roll, the tardiness, and the excuse list; these must be kept by the "officer of the day."

(5.) The going out and coming in, the dismissals, etc.; that these be done in an orderly manner will very much depend on the "officer of the day." He must stand at the door.

(6.) The order on the play-ground must be left to some one entitled "captain," who shall have police powers. The title will help matters, and if he has a badge, that will help too. He must hand in his "report" when the recess is over; it must be entered in a book for this purpose.

(7.) The neatness of the pupils, the condition of the room, the arrangement of the books in the desks should be devolved on the "assistant officer of the day." He must examine every desk, the blackboards, the stove, etc., and make a report and this must be kept in a book.

(8.) There should be a "general assistant" to look at the order while the teacher is busy; he will sit at the teacher's desk. Some let the "general assistant" call out and dismiss the classes.

Each of these persons must be drilled in their duties. A card and book should be given to each. The card should specify the duties, and is to be kept before them. The book will contain reports, with date and signature. No one who has not tried these can estimate the aid they may be to him. They are like the officers of a ship.

There should be planks or boards laid down at the door; there should be a mat or a scraper; there should be a broom in the entry to clean off the mud or snow from the shoes. The pupils must be drilled in the use of them. There should be a wash-basin and a towel; there should be a dish on the stove to hold water. Let not the teacher say he cannot get these things; let him determine they must be had.

(9.) The teacher must besides see to the external manners of his pupils. They should greet him with a "good morning" when they enter; they should bid him "good night" when they leave. They should prefix "please" to their requests, and "sir," or "ma'am" to the yes or no of their replies. They should look pleasant. They should have the hair combed neatly. They should be taught to use a handkerchief if necessary. (Teachers have done such things as buy a few yards of soft cloth for handkerchiefs). They should never chew gum or tobacco in school, or spit on the floor, or cough boisterously. They must sit in a well-bred attitude.

Instruction must be given by the teacher on all these topics, and then the oversight must be dis-

tributed among his assistants. If they know exactly what they are to do, they will prove of great assistance.

(10.) In the reports let attention be given to particulars. The "captain" for example, should report on the recess (1), as to how the pupils came out of the school-house; (2), their conduct on the ground; (3), commend those who acted orderly, etc.; (4), report those who were disorderly, giving names and acts; (5), the order and promptness of returning.

The teacher may think his time will be taken up in overseeing his helpers and their reports. This will be true at first, but in a little while the attention to details will bear fruit. At all events, all of these details must be attended to in addition to teaching.

For the SCHOOL JOURNAL.

## SCHOOL ROOM INCIDENTS.—II.

A teacher was called out of his school and was employed in an adjoining room. While there he heard the uproar and confusion that prevailed—whistling, singing, shouting—witticisms, followed by cheers, all indicating a suspension of labor and a devotion to fun. The teacher had been some months in charge of the school, and at this outburst felt much mortified. At first he thought he would wreak vengeance on them; this was succeeded by the feeling that it did not indicate real depravity of heart. "Probably," he said to himself, "I would do the same myself." Then came the noble resolution, "I will teach those boys how to govern themselves; what I have supposed to be good order is only police surveillance."

The teacher returned to the school-room, and order immediately made its appearance. Everybody was seized with a tremendous passion for study, and as the teacher looked around he could hardly believe these earnest students were the ones who had caroused so uproariously a short time before. He said nothing, however, until the school closed. He then said: "Boys, you had a gay time when I was out; you did not go on with your studies, but wholly neglected them. You were disorderly and knew it. I think I understand the matter; you believe it to be a smart thing to be disorderly when a teacher is not in the room. I admit that most boys feel in this way, but I ask you, is it an honorable thing to do? And do you feel happier for doing it? Put it in this way: Suppose you had thirty men in your employ making hats, and you knew that as soon as you left the room they would stop work, whistle, sing, and shout, and on your return pretend to be very industrious. What would be your estimate of their character? Now there are here some good students, some who have learned a good deal about grammar, history, etc. But have they learned how to control themselves? Have they learned to do right when their teacher is out of the room? And if they do right because he is in the room, do they deserve any credit for it?"

"There are two classes of boys in this room; one class are conscious that such an uproar was decidedly wrong—more to themselves than to me. It was a wrong to me, for I put confidence in you; but it was a great wrong to themselves. There is another class that considers a performance of this kind quite a smart thing; they are not growing in self-control; rather they are losing it. They will go down to deception, sneaking and lying. In fact, such a performance educates in that direction, and that is the reason I don't like it. Now I want to hear from every pupil on this matter. Let him take a piece of paper and write his name and age, and what he did and why he did it, and what he thinks about it. I want his honest opinion. If he thinks it a good thing for boys to lose self-control in this way, I want to know it."

The papers were written, gathered and laid on the desk, and the pupils were dismissed. Some boys wanted to stay and explain,—"No, boys; no more, now."

The teacher looked over the notes. He saw they had begun to think already. Many ended their notes, "I think I made a fool of myself."

The next morning he read several of the notes, and said, "I think you have been pretty honest; some that I know were noisy have little to say about it. I told you that there were two classes here. However, I shall give you an opportunity to try your self-control in a few days. Most of you feel rather ashamed of your conduct."

In a few days he left the room again, saying as he did so, "Boys, you have just as good an opportunity when I am absent to behave nobly as when I am present. If it pays now it will pay then to be orderly."

The basis of order was laid, and while a few tried to make confusion the majority kept quiet. Further experiments and tuition brought the school into such a state of order that the teacher's successor declared "the school needed no teacher; it would run itself."

For the SCHOOL JOURNAL.

## MEMORIAL DAYS.

There are certain great men who have lived on this planet before us, and who by their might have really molded it, so that we are influenced by their work. These mighty men of old should be introduced to the growing youth and their splendor explained. In order to do this effectually, a time should be set apart for commemorating an individual, and on that occasion appropriate things should be said and done to deeply grave in the memory the achievements of the man. One such occasion may fitly occur each month. The books are laid aside, and a large card or banner is displayed, thus:

JAMES A. GARFIELD,

Born Nov. 19, 1831.

Our martyred President.

Now will take place appropriate exercises; each should be previously assigned to a pupil and properly rehearsed, so as to go off smoothly. These that follow were arranged for the Grammar Schools of North Adams, Mass., by Mrs. L. M. Holbrook.

MEMORIAL EXERCISES.—JAMES A. GARFIELD.

1. Singing. "Ho! Reapers of Life's Harvest." (Garfield's favorite hymn.)
2. His Early Days. Declamation.
3. His Mother's Heroism. Declamation.
4. His Early Taste for Reading. Recitation.
5. His Early Work and Ideas of the Sea. Recitation.
6. Getting an Education. Declamation.
7. In College. Recitation.
8. In Life's Duties and Death. Declamation.
9. Lessons from his Life. Declamation.
10. Words of Garfield. For a class.
11. Singing. "Old Hundred."

GARFIELD'S FAVORITE HYMN.

Ho! Reapers of life's harvest,  
Why stand with rusted blade  
Until the night draws round thee  
And day begins to fade?  
Why stand ye idle, waiting  
For reapers more to come?  
The golden morn is passing—  
Why sit ye idle, dumb?  
Thrust in your sharpened sickle  
And gather in the grain—  
The night is fast approaching  
And soon will come again.  
The Master calls for reapers,  
And shall he call in vain?  
Shall sheaves lie there ungathered  
And waste upon the plain?  
Mount up the heights of wisdom  
And crush each error low;  
Keep back no words of knowledge  
That human hearts shall know.  
Be faithful to thy mission  
In service of thy Lord,  
And then a golden chaplet  
Shall be thy just reward.

GARFIELD'S EARLY DAYS.

James A. Garfield, the 20th President of the U. S., was born in Orange township, Cuyahoga Co.,



Ohio, Nov. 19, 1831. He was the youngest of four children, and his early life was passed in the deepest poverty. His parents were among the pioneers in the wilderness emigrating from New England.

His father by hard work had succeeded in clearing about twenty acres of land out of a deep forest: had fenced these acres, planted an orchard, built a log-cabin and a barn, when suddenly he was taken ill, and his sickness proved to be mortal. Calling his wife to him, he said: "Eliza, I have planted four saplings in these woods; I must now leave them to your care." Then giving a last, long look upon his little farm as it stretched beyond the window towards the east, he called his oxen by name, turned upon his side and expired.

The poor widow was stunned by the suddenness of her great loss. It was impossible for her to realize that her husband was dead. Bowing her head she wept bitterly. "Do not cry, mother; I will take care of you," said Thomas, her oldest son, a lad of ten years, who stood by her side scarce knowing what he said, or why he said it. "God bless you, my son; I will try to be brave for your sakes," replied the stricken woman, as she folded her arms about the boy.

She called her two little girls to her side and explained to them that their father was dead. Turning to the cradle she lifted James, the youngest child, not two years old, the pride of the hearthstone. He looked wonderingly out of his great blue eyes at his father's face, so still upon the pillow, and with a questioning look lisped, "Papa sleep?" The funeral ceremonies followed. Then darkness rested on the home of the Garfields.

#### MOTHER GARFIELD'S HEROISM.

Mrs. Garfield, with a small unpaid-for farm, standing in a forest, only partially broken by clearings, surrounded by neighbors almost as poor as she, took up the mantle of "head of the family," declaring the home should not be broken up; the farm should be kept, the home should be continued as it had been, and the children cared for until they were old enough to go out into the world for themselves.

With this lofty, heroic spirit, she set herself to work. She rose early and retired late. She often worked in the fields with her boys, helped to plant and hoe the corn and gather the hay crop, and even assisted the boys to clear and fence the land. She spun the yarn, wove the cloth for the children's clothes and her own, sewed for the neighbors, knit stockings, and cooked the simple meals for the household. In winter the children went to school, the mother helping them evenings with their lessons, and when the weather was too stormy to go out she taught them at home. James was taught to read by his mother, and through his boyhood had no better opportunity for study than was afforded by the winter terms of his district school.

The school-house stood upon a corner of the Garfield farm, land having been given for that purpose by Mrs. Garfield. She was determined that a school should be kept, and that her children, with others, should have the privileges of acquiring an education.

In the midst of the toilsome life, this brave woman found time to instill into the minds of her children the religious and moral maxims of her New England ancestry. In the evenings she read to them from the Bible, selecting those interesting stories which their young minds could comprehend.

#### GARFIELD'S TASTE FOR READING.

Among the books which the scanty library in his home contained, were two that greatly interested young James; these were "The Life of Marion" and "The Life of Napoleon."

"Mother, read to me about that great soldier," he would say almost every night, and as the wonderful deeds of the remarkable man were recited, he would exclaim, "Mother, when I get to be a man, I am going to be a soldier."

Books of adventure and tales of daring seemed to fascinate his young mind most of all. And when he lay down at night, his day-thoughts turned into dreams of the sea and its life of wild adventure. In his dreams he was ever a sailor.

#### GARFIELD'S EARLY WORK AND IDEAS OF THE SEA.

At the age of ten James felt in him the determination to do for himself. He engaged to cut a hundred cords of wood in a distant town for \$25.

"Are you sure you are strong enough for such an undertaking?" inquired his mother.

"O yes!" he replied laughingly, "I shall get through with it somehow."

He went bravely to work, but found out he had undertaken a very difficult task, but his pride forbade him to give up. He had said he would do it, and do it he would let it cost what it might. The wood was chopped and neatly piled, and he received his hard-earned \$25 and carried them straight to his mother. He then disclosed to her his desire to be a sailor and his desire to go to sea. His mother objected, and James set about work on the farm again. While helping in the hay-fields and gathering in the crops, he only thought of the sea. When the work was finished, he came to his mother again and told her he could no longer restrain his desire to go to sea.

He packed a few clothes in a bundle and placed them on a stick across his shoulder, and started on foot for Cleveland. Amid prayers and forbodings, his mother bade him good bye, and he carried her kiss and blessing as his only fortune.

What imaginings he had as he walked! He thought that the man who commanded a ship must be a dashing, brave and gallant fellow, capable, when occasion required, of performing great deeds and generous to a fault. Forty years later he said to a friend: "I tell you I would rather now command a fleet in a great naval battle than do anything else on this earth. The sight of a ship fills me with a strange fascination, brings back the old feeling, the longing for the wild adventure of sea-life."

But he was not destined for this career. On arriving at Cleveland, there was but one ship in port, and disappointed in getting a situation on this vessel, he hired out as a driver on a boat on the Ohio Canal. Before long a malarial fever prostrated him for a long time and dashed his plans for roving to the ground. He came to think more soberly of life. He resolved to go home, get an education, and become a useful man.

It was late at night when he arrived at the log cabin, but through the window he saw his mother kneeling before the Bible which lay open on a chair. James for the first time comprehended that his departure had nearly broken his mother's heart.

#### GARFIELD GETTING AN EDUCATION.

Soon a great change was observed in James: he had turned into the path of his mother's choice, and see where it led him!

He entered Geauga Seminary, hiring a room, furnishing his own provisions, paying his expenses by working nights, mornings and Saturdays with carpenter's tools. At the end of the second term he began to look about for a school to teach. Two days spent through Cuyahoga Co., failed to find him employment. He returned home completely discouraged and greatly humiliated by the rebuffs he had met with, for he looked young and uncultivated.

The next morning while in the depths of despondency, he heard a man call out to his mother: "Widow Garfield, where's your boy Jim? I wonder if he would like to teach our school at the Ledge?" A bargain was soon made, and he began his work.

No problem in his after life ever took so much absorbing thought and study as that of making the "Ledge school" successful. At the end of the term he had the name of the "best school-master who ever taught at the Ledge."

When the school was closed, he entered Hiram Institute for further education. To earn the needed funds he became the janitor. One of the teachers of the Institute being ill, young Garfield was called upon to take his place as teacher, which position he filled as long as he remained at the Institute. In this way, by teaching and going to school, he fitted himself for, and entered Williams College in 1854.

#### GARFIELD IN COLLEGE.

At this time he had about three hundred dollars.

His intellectual force, his powers of study, were soon recognized by his classmates. Added to this, his Western, easy-going manners, ready wit and broad sympathy soon made him a favorite. He did not smoke or drink.

He graduated in August, 1856, having won a class honor. Dr. Hopkins said of him, "The course of James A. Garfield has been one which the young men of the country may well emulate. He was prompt, frank, manly, social in his tendencies, combining active exercise with habits of study, and thus did for himself, what is the object of a college to enable every man to do—he made himself a man."

Garfield went straight back to his Ohio home, and entered Hiram College as teacher of ancient languages and literature. The next year he became president of the institution. In 1859 he was chosen to the State Senate, where he at once took high rank. When the war broke out we find he was among the first to volunteer. He made a brilliant record in the army, receiving a commission of Major-General for bravery and soldierly greatness in the battle of Chickamauga. Next he was sent to Congress and was a member of the House of Representatives fifteen years. In 1880 he was elected to the Senate, and in November of the same year was elected President of the United States, and inaugurated March 4th, 1881.

How painful that such a brilliant life must come to an abrupt and sudden end. On the 2d of July, as he was leaving the depot at Washington to visit his old college, he was shot by an assassin named Charles Jules Guiteau.

After eighty days of intense suffering, borne with marvelous fortitude and courage, he died Sept. 19th, 1881, mourned by the whole civilized world.

But let us not consider Garfield as dead in the ordinary sense of the word. He has gone from the ranks of the mortals and entered into the glorious company of the immortals.

#### GARFIELD'S FIDELITY TO DUTY.

Garfield has left lessons for each and all of us. This representative American has been lifted aloft for an ensign to the people of his own land, and the lookers-on, from every nation of the world. As the years go by the true proportions of this great man will stand out in grand relief. His virtues will be recalled, his eloquent words will be declaimed by millions of school-boys, his portrait will hang in the rooms of every aspiring young man, his great example will be the envy of every rising statesman, his Christian faith and fortitude will illustrate the preacher's theme in every village-church.

Let us not forget that such men are only shaped amid the common toils, opportunities and trials of our common life: that they became what they were just by doing the wisest and best thing they knew every day in the year, with all their might, in constant faith and trust in a loving God. When we see our neighbor crazed with madness for money, we may point to him, who, without fortune, became the most famous man in the world. We can look in upon his life and mark how solid work, high principles, unflinching courage and persistence in the right way made that log-cabin in the wilderness, more famed than the grandest palace built to display the wealth of the proudest millionaire.—A. D. MAYO.

#### WORDS OF GARFIELD.

"From the genius of our government, the pathway to honorable distinction lies open to all. No post of honor so high, but the poorest boy may hope to reach it."

"It is the pride of America that many cherished names at whose mention our hearts beat with a quicker bound, were worn by the sons of poverty, and became fixed stars in our firmament."

"I feel a profounder reverence for the boy than the man. I never meet a ragged boy on the street without feeling that I owe him a salute, for I know not what possibilities may be buttoned up under his shabby coat."

"What you win in life you must conquer by your own efforts, and then it is yours—a part of yourself."

"I must win the approval of James A. Garfield, for with him I must daily live and have communion."



## EDUCATIONAL NOTES

## NEW YORK CITY.

N. Y. CITY.—The Board of Education met Nov. 15th. The Superintendent reported the average attendance to be 127,794; in the evening schools 9,395. The Mayor announced that he had appointed as School Commissioners to serve for three years from January 1: Rufus J. Beardsley, Eugene Kelly, William Wood, William M. Ivins, William B. Wallace, Eugene H. Pomeroy and Edward I. H. Tamsen. Messrs. Beardsley, Kelly and Wood are present members of the board. The others make the seats of Stone, Flynn, Drexel and Amend. Also, that he had appointed as School Inspectors to serve for three years: First District, Charles B. Smith; Second F. B. Bennett; Third, Charles B. Smith; Fourth, Benjamin Blumenthal; Fifth, A. McL. Agnew; Sixth, George W. McAdam; Seventh, David G. Yuengling, and Eighth, Franz Siegel. Mr. West moved the reconsideration of the resolution approving the list of text-books named at the last meeting. Mr. Belden wanted to have the reconsideration lay on the table until the next meeting, when he would have some evidence to present to the Board in regard to the bidding for contracts by booksellers and publishers not doing business in this city. Mr. Belden wanted home publishers considered first. The motion was lost after considerable debate. It was stated that a short history of Ireland had been introduced into the schools as a text-book. Captain A. E. K. Benham, United States Navy was made Superintendent of the Nautical School on the St. Mary's, in place of Captain Erben, whose term of service has expired.

## ELSEWHERE.

NEW MEXICO.—The corner-stone of Whiting Hall, the new building of the University of New Mexico at Santa Fe, was laid Oct. 21st.

THE Agricultural College at Hanover admits women next term, who will be given a special course including butter and cheese-making and all the other branches of dairying.

ME.—A Freshman of Bowdoin College, having suffered harm at the hands of seven Sophomores who had "hazed" him, brought suit against them in the courts for damages, and has secured a verdict for \$2,700.

MASS.—Miss Louisa Harris, of Oakland, Dedham, has just sailed for Europe to fill an appointment as teacher in the Royal Normal College and Academy of Music for the Blind in London, England. The college is under the patronage of Queen Victoria.

IND.—Hon. W. C. DePauw of New Albany, has provided for the endowment of Asbury University at Greencastle, Ind., to the following extent. He gives \$100,000 in cash for buildings, and \$200,000 in productive endowments, and at his death forty-five per cent. of his estate.

ILLINOIS.—Miss Swift, of the Kensington School of Art, England, has assumed the position of superintendent of the Decorative Art Society in Chicago. Miss Swift has established a number of schools of needle-work in Scotland and England, and is probably the finest teacher of needle-work in America.

PHELPS, N. Y.—H. C. Kirk, Secretary of the State Association, has written some verses, the refrain of which is

Then cast your vote for Folger,  
The friend of every soldier.

It is well written and Mr. Folger may feel proud of this expression of an honest opinion. But—

MICHIGAN.—The Somerville school at Port Huron proposes a plan for harmonious training. It has had classes in all lines of industrial work. Physical culture, needle work, cooking, art, music, literature are among its departments. Miss Caroline F. Ballentine is a woman of rare ability as a teacher, and intends to fit her pupils for a life of usefulness.

BROOKLYN, N. Y.—The *Irving Literary Gazette* issued by the pupils of Public School No. 9, four times each year, indicates that Mr. Higgins has a live school. It is filled with bright matters. When Mr. Rowe resigned from the Board of Education, the pupils of this school took the matter up and pressed him to remain, and so he did. Go on bright-eyed boys and girls; we send you wishes for health and happiness.

KY.—Homer Oldson, a boy of fourteen in a private school at Paris, having been reprovved for tardiness and requested to hand in a written excuse, brought the excuse next morning, and as he handed it to the teacher said, "Take this, too!" and fired with a 32 calibre revolver. The bullet passed obliquely through the muscular part of the arm, and by mere accident missed taking effect on any of the pupils.

MASS.—The last session of the Massachusetts Legislature passed a law that no saloon should be licensed within 400 feet of any building, on the same street, occupied as a public school. This has been evaded by changing the entrance of saloons to other streets, but it has been decided that the sale of liquor is illegal within 400 feet of a school room, even if the front door be boarded up and a new entrance by made around the corner.

PA.—The Venango County Institute was held at Franklin, in October. Dr. John H. French was the principal instructor. Supt. Prather graded the teachers into primary and grammar sections, which met separately during the first morning hour. Supt. C. F. Carroll, of Oil City, had charge of the former and Supt. Kinsley, of Franklin, of the latter. Those desiring primary instruction, say this was the most satisfactory institute they ever attended: instruction adapted to the needs of all classes of teachers.

POTSDAM.—In the Normal School under Principal Morgan, new life is apparent. Greater attention will be paid hereafter to methods, rendering the school more strictly a normal school. Hereafter a part of the professional work will be done in the "C" term with a view of affording opportunity for training to a much larger number of students and thus carrying the work and influence of the school much further than heretofore. All the professional studies are to be completed in the first term (B) of the last year, thus leaving the last term free for practice and observation in the training school.

OHIO.—John A. Cobben, the Superintendent of Public Schools at Wakeman, became enamored of Miss Welsh, a pretty pupil. Having made up his mind to go away with her, he began by pretending ill health. Then he went on a trip as though to recuperate. He wrote home from Milwaukee that he was about to drown himself, and, leaving his baggage at a hotel, disappeared. His family mourned him as a suicide, while he was alive and well at Moore's Hill, Ind., where he and Miss Welsh had obtained employment as teachers in an academy under false names, and were about to get married.—*Sun*.

WASHINGTON, D. C.—The Garfield Kindergarten Training School, has been recently opened on I street near 18th, under the above title with the consent of the wife of the late President, who expresses an earnest hope for its success. The establishment of such an institution at the seat of Govt. with all the appliances for illustrating the beautiful simplicity of the doctrines of Froebel will be a powerful agent for the dissemination of these doctrines among the schools of the country. Such a school should be established at the Capital of every State in the Union; and at every normal school, for we cannot see how the true ideas of education can be inculcated, and the necessary training in teaching given without the aid of these doctrines as the basis of all true reform in school work. The school is under the direction of Mrs. A. B. Ogden, an experienced kindergarten and trainer, assisted by Mrs. L. C. Ford, of Mansfield, O. Their references are of the most substantial kind.

SAMARITAN SCHOOLS.—Professor Esmarch, of Kiel has instituted a number of schools in that city. They are for youth of both sexes, in which the scholars are so instructed that in case of accidents they can render every assistance necessary until the arrival of the physician. He has written a small work upon the subject, in which he explains the various means to be employed under such circumstances. The scholars are instructed upon the formation of the bones and action of medicines in a few hours. In consequence of the success which has attended these schools the professor has visited Berlin for the purpose of introducing the system there. Eight schools, of 40 students each, have been established in that city. Many of the most prominent physicians lecture and give demonstrations upon the structure of the human body. An important feature of this innovation is the enrolment of a portion of the police force among the scholars. It may be supposed that a policeman thus trained will be able to distinguish between cases of illness and intoxication, and not take victims of the former to the lock-up, as sometimes has happened.

NORTH CAROLINA.—Supt. Duckett, of Wake County, sends us a notice of an Institute to be held. It is one of the best things of the kind we have seen this season. He certainly deserves high praise. Instead of waiting with folded arms for aid from the National Treasury, he puts his shoulder to the wheel, brings his teachers together, and endeavors to create some interest in educational work, both in them and the public. He says,

"All live teachers feel the necessity of improved plans and methods; and it has been found in states more progressive than ours that Teachers' Institutes have inaugurated a new era in the science of education. The impetus which they have given to inquiry and earnest thought is very generally felt in the sphere of public instruction. They occupy a place which cannot be supplied by any other agency, and supply the teacher with vital air which is indispensable to him. Wherever they have been most regularly attended and systematically supported, abundant fruits have demonstrated their necessity." Will not other County Supts. of North Carolina, yea of the whole South follow this excellent example?

IOWA, MARSHALTOWN.—A visitor to Mr. Marvin's school says:—"Industrial labor forms a portion of the day's work, and I should judge the pupils (both boys and girls) worked one-third of the time in forming designs out of cardboard, working in sand box, moulding maps, copying engravings, etc.

"Perhaps some unaccustomed to this kind of instruction might say, 'this is precious time lost;' but I believe it is precious time gained, because the pupils were constantly thinking, and when they expressed themselves it was with ease and accuracy. The walls of the school-room were literally covered with pictures and work made by the scholars.

"The appalling stillness, the automation stiffness, which were imposed upon children to their injury are giving place to orderly movements and to exercises which impart strength and suppleness to the muscles or promote artistic skill. The opinion seems to be gaining ground in the United States that the instruction in form, color and design and the manual training which are provided for in the Kindergarten afford a simple and practical foundation for industrial education."—EATON

BROOKLYN.—Public school No. 39 is one of the most interesting schools of Brooklyn. One needs but to pay it a brief visit to observe the interest manifested by both teachers and scholars. As one enters the door, Froebel's motto, in large letters, greets the eye. "Come let us with our children live" and one at once feels impressed with the idea that here there is no machine at work, but the real teaching is being done. Your correspondent entered and found this to be the case. He examined maps, compositions, designs in colors executed by the scholars, which he found to compare favorably with the work done in the best schools in Massachusetts; the tasteful decorations through the building helped to remind him of those Massachusetts schools (a lack is observable in most of the Brooklyn schools). The principals, Miss H. N. Morris and Miss M. E. Sloan, are ladies of high attainments. They give their hearts and souls to their work. The principal, at her own expense, has supplied the school with a well-selected library for the use of the scholars, and it is well used. The principal, attended Col. Parker's Institute, Martha's Vineyard, last summer. They believe in educational progress; they look for suggestions from all sources. If the other Brooklyn schools follow the lead of 39, there will be no complaint by the public. J. M. K.

OHIO.—The State Normal School movement is still in the background, and recent elections are not promising in an educational view. But the friends of schools and school improvement are still hopeful, and, in the absence of state aid in this much needed reform, are doing what they can to make amends for the shortcomings of the state, by the establishing private normal schools for the professional training of teachers. The 10th of Nov. was set for the dedication of one of the prettiest and most convenient normal school buildings in the state, is known as The Fayette Normal and Business College, located at Fayette, a flourishing inland town in Fulton County, O. It will accommodate 500 pupils with offices, library, laboratory, apparatus rooms and other conveniences, and is the joint product of the enterprise of the citizens of the place, and the faculty. The state commissioner of schools, some of the members of the Legislature and leading teachers in the state, were present too officiate in the exercises. Rev. Edward Anderson, of Toledo, delivering the address.

The Kindergarten and Training Class, formerly connected with the school has been removed to Washington, D. C., under the name of the Garfield Kindergarten Training School, and is under the control of Mrs. A. B. Ogden, former principal at this place.

PA.—The Montgomery County Institution was opened by Prof. Hoffecker, county superintendent. He said: "During the last year there has been a wonderful growth in the professional and educational sentiment of the



people. School houses have been remodeled; new furniture has been provided, and the salaries of the teachers increased. What we want is the best talent that can be procured." Prof. H. R. Sanford, of Middletown, N. Y., spoke upon Primary Arithmetic. Miss Lelia Patridge, of Phil. Pa., said: "The first thing to be done is to stimulate the thought of the child. The best way is to bring an object into school and then you can talk about it with greater ease, and the children will invariably have their attention directed to it. She recommended that when speaking of a cat or dog, these animals should be brought into the school. Pictures of these should then be placed upon the blackboards, and the children should be asked to tell what they are. There should be repetition, but not in such a manner as to render the exercise monotonous. In the natural order, words will be combined, and form sentences. The pupils will no doubt then attempt to read them, and it is quite likely they will merely pronounce the words. The great thing to do is to teach them to correctly express the thought contained in the sentence, for reading is expressing thought." The discussion "Should pupils be detained after school for failure in recitation?" was opened by Prof. J. W. Schlichter. The teacher regarded it as a panacea for all the ills of the school. There may be times when the pupil should be detained, but these are very rare and of unfrequent occurrence. In most cases the cure is worse than the ill. Mr. W. J. Wells, advocated detention for punishment, but not for failure in lessons. Prof. E. V. DeGraff, took up "School Discipline."

At the Norristown Institute, the teachers of the county surprised the County Supt. very much by presenting him with a gold watch and chain; J. W. Schlichter making the presentation speech.

The Sophomores of Lafayette College, at Easton, early in the term treated the Freshmen to an old-fashioned hazing; upon the second thought the older students repented of their course and invited the newcomers to a banquet, which, of course, restored harmony. The incident is the first of the kind in college history.

ALBANY, N. Y.—In the school report for 1882 we find many valuable points. The average attendance was 10,068, the cost per pupil was \$30.73. Charles W. Cole is superintendent. The report says, "the aptness for teaching and governing, the tact, patience and sympathy which go so far toward making the successful teacher, can never be the subjects for examination, but can only be shown in the school-room and while engaged in the daily routine of school work.—It is well enough for theorists to demand that higher aims than those of mere success and pre-eminence should be set before students, but all practical persons know that the average scholar, particularly while young, is quite insensible to the charms of study for its own sake, and needs constant stimulation by appeals to other than the highest motives.—Our best governed schools are those whose time is so wholly occupied by attention to varied and interesting school-work that there is no thought of 'governing,' or 'being governed.' Last year there were 1,236 cases of corporal punishment reported. This year the number reported is 677, a reduction of about one-half. Last year two schools reported no cases. This year, in five schools, there was no punishment with the rod. One school had but one case, and another, which under a former principal had reported upwards of two hundred a year, now reports but five cases. The latter school had been for years regarded as difficult of control, while its scholarship was not of high rank. The past year its discipline has been of the best character, and it has decidedly improved in both the methods and the results of instruction. The inference is a fair one that scholarship and much whipping do not go hand-in-hand.—Teaching is becoming more akin to a fixed profession year by year. The full preparation now demanded by an enlightened public sentiment occupies so long a period of time that those who would make teaching a temporary make-shift or a stepping-stone to other occupations, are somewhat deterred from entering the ranks of teachers in a graded system. By direction of the Board the very profitable teachers' meetings, held during the past three years, were continued this year. The regular monthly meetings of the principals with the superintendent were held throughout the year. Meetings of teachers of the same grades were held. At each of these a class of pupils was used to illustrate the methods used. Free discussions followed each model lesson, from which much was derived that was useful to those participating or listening.—To those who wished to enter the High school, the Regents' questions were used in spelling, arithmetic, grammar, geography, and American history."

## LETTERS.

ST. CLOUD, MINN., Oct. 26, 1882.

Educational interests are, to use a Westernism, just "booming" in Minnesota. We have abandoned the long term teacher's institute, and are devoting ourselves to the thorough discussion of the principles of education and the awakening of an enthusiasm among the teachers. The results amply prove the wisdom of the plan. By thus sowing the seed of the Philosophy of Education we expect to see the fruits of intelligent thought in our schools in place of the bald empiricism of the past. We must elevate our profession above the treadmill of specifics in methods to the higher levels of the laws of mind and subject. T. J. GRAY,

Institute Conductor.

(We believe the plan now used in this state and described above to be the plan for institutes, for teachers in the field. But we think that long-term institutes where methods may be exemplified so that theory and practice may go together are indispensable. If a class in arithmetic for example was brought before the teacher and notes taken, and then the principles exemplified were discussed, we can conceive of progress—for teachers need the concrete as much as their pupils.)

I have tried several methods of teaching spelling and have found the following to work the best:

At one recitation let the pupils point out the diacritic marks and tell their power, pronounce the words and define them; at the next, let them spell the same words from their slates—having previously written them from their books—then pronounce the difficult words, and let the pupils spell from memory.

Fellow-teachers, speak out, and let us hear your experience. A. K. SWEARINGEN.

So far as my experience goes the cry is for low-priced teachers. In my district they prefer the Rote system to the newer and better ways. Let a teacher make any innovation (as discarding the spelling book and using the sand box), he is in danger of losing his situation. If the parents want good schools they can have them by paying for them.

(This is true, and yet it only shows the need of reform. The only way is for the teachers to discuss the subject. That will bring relief. But they won't do it.—Ed.)

What do you say as to the position of the adverb "frankly" in the following sentence from Green's Short History of the English People. "Edward stood face to face with his people, etc., and with a sudden burst of tears owned himself *frankly* in the wrong." Would it not be better rhetoric to put the adverb before the verb *owned*, which it qualifies?

(The point is well taken. Ed.)

I have been very much interested in the work of the Mass. Humane Society. An article on the subject of "Kindness to Animals," written by Mr. Geo. F. Angell, led me to form a society in my school last year. I hope the INSTITUTE will present this subject to its readers; for I think that the school-room is one of the grandest fields in which to sow the seeds of kindness to animals. L. M. P. (We agree with you upon the importance of this, and will soon present an article upon it; note of it has already been made for the COMPANION.—Ed.)

The Institute was marked by an event of inquiry into the new spirit of education. The instructors recognized the Pestalozzian principle. Last year the Venango County schools exhibited the work of the preceding term at the county fair. On "children's day" thousands of pupils were on the ground. The exposition of school work was a decided success. A. J. D. Clarion, Nov. 3.

Miss Anna J. Hardwicke, in her article in the JOURNAL of October 28, says: "I have often had reason to bless the man who compiled this little book containing a thousand such questions."

Will she tell what book she means, its price, and where it can be obtained? J. J. H.

## EDUCATIONAL MISCELLANY.

## SANITATION AND EDUCATION.

School hygiene and the construction of sanitary school buildings have attracted much attention during the year. Prizes for plans were offered two years ago by the "Plumber and Sanitary Engineer." The committee of award, presented the qualifications believed necessary for a public school building "in a large and densely populated city:"

(1.) At least two adjoining sides of the building should be freely exposed to light and air, for which purpose they should be not less than 60 feet distant from any opposite building.

(2.) Not more than three of the floors should be occupied for class-rooms.

(3.) In each class-room not less than fifteen square feet of floor area should be allotted to each pupil.

(4.) In each class-room the window space should not be less than one-fourth of the floor space, and the distance of the desk most remote from the window should not be more than one and one-half times the height of the top of the window from the floor.

(5.) The height of a class-room should never exceed fourteen feet.

(6.) The provisions for ventilation should be such as to provide for each person in a class-room not less than thirty cubic feet of fresh air per minute, which amount must be introduced and thoroughly distributed without creating unpleasant draughts or causing any two parts of the room to differ in temperature more than 2° F., or the maximum temperature to exceed 70° F. This means that, for a class-room to contain fifty-six pupils, twenty-eight cubic feet of air per second should be continuously furnished, distributed, and removed during school sessions. The velocity of the incoming air should not exceed two feet per second at any point where it is liable to strike on the person.

(7.) The heating of fresh air should be effected either by hot water or by low pressure steam.

(8.) The fresh air should be introduced near the windows; the foul air should be removed by flues in the opposite wall.

(9.) Water-closet accommodation for the pupils should be provided on each floor.

(10.) The building should not occupy more than half the lot.

School hygiene received attention at the International Congress on Education, Brussels, and the International Congress on Hygiene, Turin, Italy. Among the things approved by them were, by the former body, the lighting of school-rooms from the left alone, the use of single desks and seats, and giving school-rooms for fifty pupils a floor area of thirty by twenty-four feet; by the gathering at Turin, the printing of school books with large letters on yellowish paper, instruction in hygiene in normal schools, the discontinuance of school studies and examinations during hot weather, and the establishment of nurse-training schools.

## DIARY OF EVENTS.

Nov. 8.—The election held in 26 states yesterday, has proven a "tidal wave"—the Democrats sweeping everything before them: in New York state Mayor Cleveland, of Buffalo, will get nearly 200,000 majority.

Nov. 9.—Patti is offered \$252,000 to sing 40 nights in Brazil, and refuses.—Herbert Spencer receives a complimentary dinner on his departure for Europe.—Chief Engineer Melville has begun his narrative before the Jeanette Board of Inquiry. (Why is this?)

Nov. 10.—Petroleum advances to \$1.31 per barrel.—Albert Beirstadt's house burned at Irvington, loss \$160,000.—The Egyptian government announces that European interference has ceased.

Nov. 11.—Attempt to assassinate Judge Lawton in Ireland.

Nov. 12.—Frank James in prison in Missouri, receiving much attention.—Political agitation in France keeps up.

Nov. 13.—The Queen of Spain has a daughter; it

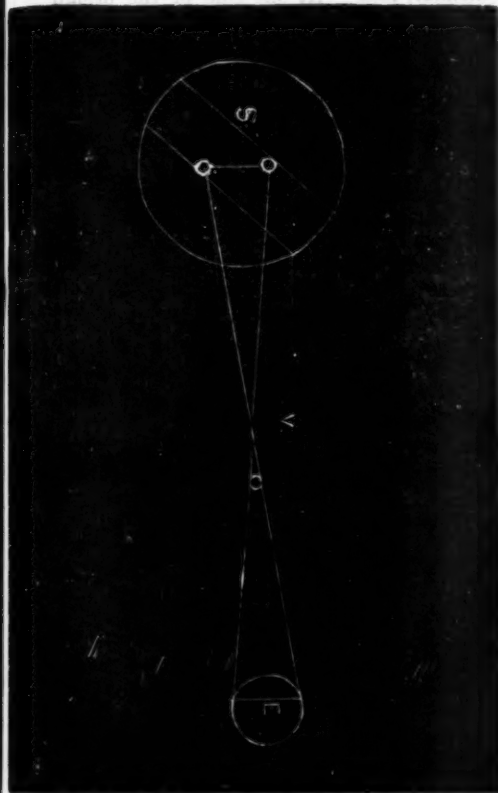


to be named Isabella. The Pope has consented to be its godfather.—Stanley starts an expedition to the Congo, carrying men, sheep, and cereals, to found a colony.—Mr Bradlaugh sends a letter to the House of Commons: he wants his seat.

Nov. 14.—Frost in East Tennessee.—The steamer Westphalia, bound from Hamburg to New York, ran into an unknown steamer in the dark last night. A boat load of the Westphalia's went out, but the steamer sunk.—Mr. Gladstone says that Arabi Bey will not be executed without the consent of the English government.

Nov. 15.—Money for the pedestal of the Bartholdi statue is being raised.—National Academy of Science meets in New York City.—The President is getting his message ready.

**THE TRANSIT OF VENUS.**—The planet Venus is rapidly approaching the sun. On the 6th of December, she will be seen to pass across the southern portion of the sun's disk. She will appear like a small black spot easily visible to the eye. The transit will begin at about nine o'clock A. M., and will end at half past three. Scientific men are not only interested in the phenomenon; but in the fact that the transits are exceedingly rare, and that till recently they were supposed to furnish the most accurate data for determining the distance of the sun. Only a very few transits have thus far been observed. The next transit will not take place until the year 2005; three generations ahead. When Venus is between the earth and the sun it is evident that she will appear as a small black dot on the sun's surface. Now if two observers at widely separated stations of known geographical position, determine the precise place of the planet at the same



instant, then it is easy to compute the distance of the sun. Congress has appropriated \$75,000 for observations on the transit. Eight parties are to be sent out. Four in the southern hemisphere and four in the United States. The photographic apparatus used by the Americans in 1874, will be used again. Observations made by the European governments will take place mostly in the southern hemisphere.

ONE of the objects of observing the transit of Venus is to determine the distance of the sun from the earth. Stations are selected on the earth as far apart as possible. At the upper one, Venus appears as a black spot crossing the sun on the lower line; at the lower one she appears to cross higher up. The number of seconds she is in crossing is carefully counted. The parts of the small triangle can be found out, and by means of trigonometry the parts of the other triangle can be also found out.

#### HORSFORD'S ACID PHOSPHATE

##### A VALUABLE NERVE TONIC.

Dr. C. C. OLMSTEAD, Milwaukee, Wis., says: "I have used it in my practice ten years, and consider it a valuable nerve tonic."

## FOR THE SCHOLARS.

### HOW TO MAKE SOME CHRISTMAS PRESENTS.

Whispers of Santa Claus are already floating in the air, and the older brothers and sisters are puzzling their heads over what to make for the little ones. There are a hundred pretty things that can be made by spending only a trifle on the materials, while ingenious fingers and tasteful fancy makes up for the lack of money. A

#### PARLOR BALL.

that is so soft it can be used in the house by a child, can be made of pieces of worsted. Cut two circles, the size you desire the ball to be, out of paste-board; inside of these cut out another circle, nearly half the size, leaving a ring of the paste-board. Put one on the other and wind worsted, around them, doubled four times, and conveniently long, until the hole in the center is entirely filled. You will need to use a needle towards the end when the hole becomes small. Now take a pair of sharp scissors, and cut the edge a little, until the card is reached. Place the points of the scissors between the two cards, and cut the worsted all around. Take a strong cord and push between the cards, and draw closely, and tie with two or three knots; tear away the card-board, and clip the worsted where it is uneven, and your ball is finished.

#### CANDY BOXES

can be made from square or round collar boxes. Cut a strip of paste-board, half an inch wide and ten inches long, and sew on the box for a handle. Take strips of tissue paper two inches wide, and cut into fringe. Paste these around the box, row upon row, until they stand out. The upper edge looks pretty with a narrow line of gilt papers put on neatly. The cover of the box may have narrow fringe around it and a picture on the top. Candy, nuts, popcorn, or any small thing may be put in a box of this kind, which looks well on a Christmas tree.

#### SCENT-CASES

can be made in a variety of ways. The handsomest are of silk, with a painting in water-colors on the upper side, and a ruffle of ribbon around. An embossed picture may be substituted for the painting, and fancy card-board for the silk. Put a layer of thin cotton-bating between the squares of card-board (which may have a pattern worked in floss), and sprinkle with some perfume that comes in powder,—violet or heliotrope. Bind the edge with ribbon and make a bow in one corner.

#### AN INDESTRUCTIBLE PICTURE BOOK

for the baby can be made of squares of pink or blue paper muslin 9x9 inches. Paste a picture on each square and buttonhole with single zephyr worsted the upper, lower, and right sides. Sew the left sides together with a wide piece of the paper muslin for a binding.

#### FANCY BAGS

to hold marbles are pretty when made of bright calico with a ribbon at the top to draw together.

The Germans have a way of giving a girl a present of knitting needles and yarn to encourage usefulness, which may be suggestive. The yarn or worsted is wound around a number of small gifts—thimble, a silver piece, a sugar plum, a tiny doll, etc.—and as this is knit up the contents are one by one disclosed.

#### STOCKINGS

of taretan or Swiss muslin, to hang on the Christmas tree, may be bound with narrow ribbon or buttonholed with worsted, and filled with candy. Square, oblong, and heart-shaped bags made in the same way make variety.

With a scroll-saw a boy can make acceptable and useful gifts for Christmas time. Cigar boxes with the paper soaked off, may be taken apart carefully and cut into a pretty design, and put together again. If these are lined with a bright color, the effect is still better. Easels to stand on a table, photograph frames, and open-rests, may be sawed with a scroll-saw.

#### EGGS

may play quite an important part on the tree, if broken with care near the top and a bit of silk pasted on the broken edge and gathered at the top with thread. Paste a narrow band of gilt paper where the egg and silk meet, and a tiny picture on one side, or an initial cut out of colored paper.

Of book presents there is an unlimited number of all prices. Books suit both boys and girls, and if well selected, give greater pleasure for the money spent on them than almost anything else.—*Scholar's Companion.*

Much of the Roman forum is open to the light. We can now walk where the Caesars did.

## NEW YORK CITY.

**AMERICAN ART ASSOCIATION.**—During the summer the gallery in the Kurtz building, No. 6 East 23rd street, has been remodeled and is now filled with paintings. An hour spent among them shows few finished paintings—sketches and studies being the rule. Miss White-man's "Rhododendrons" are well painted, strong and clear. F. A. Bridgeman's "Head of a Jewess" is characteristic and worthy of praise. Fine effects are to be found in Blashfield's "View in Paris," No. 15, "The Reverie," by Hamilton Hamilton, is very pleasing; a girl sits by a table and is lost in thought. "Pansies," by Hirst, (No. 33), are hardly what the name suggests, and "Holly Hocks," (No. 34), by Miss Burt, are not well painted—the failure is in the leaves and stalks. Miss Griswold's "Thistle" is well drawn, but lacks in force and character; the "Golden Rod" is too small, feeble and insufficient; the back grounds are badly managed, being unreal. "Weighing Fish," by J. G. Brown, has character but lacks finish; his deaf man, No. 72, has a strong face, but the listening look is wanting. Henry Bacon's "Normandy," (86) is unbalanced and has faulty coloring. Darbour's "Old Man," (91) exhibits painstaking and is good. Dolph's "Antwerp," (105) is admirable; you feel the massive buildings. H. P. Smith's "Catskill Mountains" is well painted except the sky; it is accurate as to details. J. C. Beckwith has two heads, (117) is by far the superior, but the position is not pleasing; it seems unbalanced. McCord's "Mamaroneck," has pleasing effects, but where the horizon appears there evidently the unity is broken. Edward Gay's (131), is well drawn, the scene well chosen, but the surface is not properly covered, it seems bare. Water Saterlère's "Woman" (137), does not seem to move. Wm. Hart's "Jersey Cow" (140), is real and accurate and hence good. "Bouncing Bet" (149), by Miss Pitman, is stiff and poor, not free and attractive as flowers should be and are.

Thus much after looking an hour in the cosy room. May we suggest to Mr. Sutton two things. (1) Open the rooms on certain days far at least ten cents. Draw in the school children and teachers. Few care to spend more than a half hour at a time; induce them to come two, three or four times, and (2) Put names on the pictures in a neat card, so as to avoid the need of looking at a catalogue.

The New England Conservatory of Music has entered on a wide field of usefulness. It has drawn together in its past 25,000 pupils, and in its new building offers accommodations and opportunities so excellent that it will have an increased attendance. The St. James edifice is well fitted for the purposes of a Conservatory; not only fine rooms for instruction, but pupils from a distance can be boarded with comfort, elegance, and at moderate rates. Prof. Walter Smith, who has done so great good in Boston as head of the State School of Art, has been secured to direct the Department of Fine Arts.

MR. CHARLES KEELER, (who has been for many years connected with the extensive wholesale druggists, Hall & Ruckel,) has just returned from an European trip in excellent health. His close attention to the arduous work of a most important position in an immense business had impaired his health; and we hope that the improvement will be permanent, and that he has many years of usefulness before him.

## BRAIN WORKERS.

In this country nearly every active business or professional man is overworked, and suffers from waste of vitality. Few reach the age of forty-five without this waste of vital force showing itself in some form of disease more or less troublesome or dangerous.

Now, unless something can be done to renew the wasted vital force, these diseased conditions must go on increasing until an utter break-down is the result. Many, worn in time, retire from business or professional life and seek in change and relaxation a measure of the health which they have lost. With much the larger number, this retirement is felt to be impossible; and they go on suffering and failing until the disastrous end comes in paralysis, softening of the brain, or sudden death.

As a restorer of vital force, it has been largely shown from the results obtained during the past twelve years, that Compound Oxygen is the most efficient agent yet discovered by the medical profession. Its use by overworked business and professional men would save many hundreds of lives every year, and give to thousands more the ability to work without the weariness, exhaustion and peril which now attend them. A Treatise on Compound Oxygen, containing large reports of cases and full information, sent free. Address Drs. STARKEY & PALEN, 1109 Girard street, Philadelphia, Pa.



## BOOK DEPARTMENT.

## NEW BOOKS.

**BERGER'S NEW FRENCH METHOD.** New York: D. Appleton & Co.

The peculiarity of this method is that he gives the pronunciation of the French words by putting figures under most of the vowels: thus in the word *tout*; under the *ou* we find the figure 10; turning to the key we find this is to be sounds like *oo* in *fool*. By this means the pupil will get a good idea of the sounds. The plan is simple. It has been applied to the English language, and fourteen editions were quickly sold in France. The leading teachers and schools in France praise this method very highly, and it is plain it has a practical value that cannot be well over-rated. The encouragement and aid it affords to the pupil is immense. Such a work will be very popular here, and we are glad D. Appleton & Co. have undertaken to present it.

**GEMS OF ILLUSTRATIONS.** From the writings of Dr. Guthrie, arranged under the subjects which they illustrate by an American clergyman. New York: Funk & Wagnalls, publishers. Price in cloth, \$1.50.

The *London Times* says: "Dr. Guthrie is the most eloquent orator in Europe." The celebrated Dr. Candlish says: "Dr. Guthrie's genius has long since placed him at the head of all the gifted and popular preachers of our day." The late Dr. James W. Alexander, one of the most fastidious of critics, tells us that he pushed nearly Dr. Guthrie's church through a crowd that into Dr. Guthrie's coat from his shoulders in the struggle. He says: "I listened to him for fifty minutes; but they passed like nothing. There was an overflowing unction of passion and of my sermons; conceive what it was with Guthrie's exuberant diction and poetic imagery." Dr. Guthrie's sermons, like the addresses of most of the great masters of eloquence in all ages, abounded in picturesque similes; and, indeed, few have equaled him either in the number or in the beauty and force of the illustrations employed. There is the same exuberance of graphic similitudes in the books which he wrote after the state of his health compelled him to restrict his pulpit labors; and the numerous volumes which bear his name form a perfect storehouse of anecdotes, comparisons, examples and incidents. This book contains what we conceive to be the choicest of his illustrations arranged under the subjects which they illustrate. It has been well said that arguments are the pillars and buttresses which support the building, but illustrations are the windows which let in the light. There was abundance of light when Dr. Guthrie preached or wrote, and it would be well if ministers and religious teachers generally, imitated him. We commend to them not only his example, but his testimony. He says: "By awakening and gratifying the imagination, the truth finds its way more readily to the heart, and makes a deeper impression on the memory. The story, like a float, keeps it from sinking; like a nail, fastens it in the mind; like the feathers of an arrow, makes it strike, and, like the barb, makes it stick."

**THE WISDOM OF THE BRAHMIN.** Translated from the German of Friedrich Ruckert, by Charles T. Brooks.

Ruckert in proportion to his greatness is the best known of the German poets. He was born in 1788; he died in 1866: his last rhymed piece was a tribute to Abraham Lincoln. It is only now and then that we see a line of his poetry, and yet he is recognized in Germany as equal to any in power and insight. "The Wisdom of the Brahmin" consists of twenty books; this volume consists of six.

The poem from which these are selected, is the expression of the author's study of the wisdom of the East. He had studied oriental literature until he had absorbed its ideas. He attempts to pour forth his thoughts, and certainly, judging by this volume, he ranges wide, free and high. It is impossible to give any extracts that will show rightly the wealth of the writer.

"If ill befalleth thee count it a blessing still.

"If ill thee looked at, that is a sorer ill."

"When in its helplessness, a little child I see

I think how, before God, such children too, are we."

## MAGAZINES.

**Lippincott's Magazine**, for Nov., opens with a yachting article, "The Cruise of the Viking," by H. W. Raymond; "Dom Pedro's Dominion" is the title of an article by Frank D. Y. Carpenter, in which the government and people of Brazil are considered; "A Day with Emerson," by H. N. Powers, gives a fairly good idea of the great essayist's conversational powers. In "Some authenticated Ghost Stories" by Rev. Robert Wilson, the reader will find novelty. "Quarterly Meeting in the West," by Louise Coffin Jones, is a sketch from real life, and "A Glimpse of the Seat of War" by Charles Wood, contributes something towards a clearer comprehension of the state of matters in Egypt. "Monthly Gossip" among other papers, a description of Webster's old home at Marshfield and the family burial-place, is interesting.

The contents of the *Atlantic* for November are: a large installment of "Two on a Tower" by Thos. Hardy; "How shall the American Savage be Civilized?" by Geo. S. Wilson; "Midnight," a poem by Charles L. Hildreth; "A Ride in Spain" by Charles Dudley Warner; "Studies in the South," IX.; "Under the Sky" by Edith M. Thomas; "Tapestries," a poem by Wm. Young; a sketch of Beaumarchais, the author of the "Barber of Seville," by Maria Ellery McKaye; "The House of a Merchant Prince," XXI-II.; "Domestic Country Life in Greece" by Eunice W. Felton; "Rube Jones," a short story by P. Deming, and able reviews upon "Recent Memoirs of Cicero;" "A Modern Instance" and "Daniel Macmillan."

The *Art Amateur* for November contains a page of designs for borders and medallions, one for initials, monograms and names, another for lace; one for Egyptian and classic fret ornaments, a quadruple plate design for embroidered screen panel, a double-page design for panel or two tiles, and two single-page designs for plaque or panel "honeysuckle" and "lilac." There are a number of very excellent articles and illustrations, among which are "Henry Bacon," with the reproduction of seven famous sketches; and Christmas card designs by G. W. Edwards.

The frontispiece to the November number of the *Magazine of Art* is from J. F. Millet's "The Shepherd and her Flock." A fine artist is upon the "Representative American," Eastman Johnson, which gives a reproduction of many of that artist's most famous works, with a portrait of himself. The Harbingers of the Renaissance and "Griek" Myths in Greek Art," "The Cathedral of Orvieto," and "Studio Life in Paris" are profusely illustrated and very interesting.

Instrumental selections in the *Musical Record* for November are the "Wild Rose march" by E. Mack, and "The Poet Speaks."

*Our Little Ones* for November is as charming as ever. The illustrations are fine; there are ten lovely stories; seven sets of verses, each one accompanied by a very pretty drawing; some have two; and a great deal else that is ever so nice.

**Barnes & Co.'s Magazine of History** for November has a fine steel engraving of Col. Richard Varick, which accompanies the article, "Colonel Varick and Arnold's Treason" by Henry P. Johnston. The other contents are: "The Pawnee Indians, their Habits and Customs" (with portraits and sketches of Lone Chief and Medicine Bull.) by John B. Dunbar; "A Memorial Sketch of Frederic de Peyster, LL.D., (with steel portrait) by Hon. Hamilton Fish, LL.D. "Original Documents" (upon the begin-

nings of transatlantic steam navigation, contributed by Wm. L. Stone.) There is also a great deal of interest and value under Notes, Queries, Replies, etc.

## NOTES.

"PLYMOUTH PULPIT" is the name of a weekly issue of H. W. Beecher's Sermons. No. 1, "The Golden Net," shows the scope of St. Paul's exhortation to fish with 'whatsoever things are honorable, just, pure, lovely or of good report'; and closes with a brief review of Mr. Beecher's own thirty-five years of preaching in Brooklyn, justifying his general methods as based on the apostolic plan, declaring his independence of sects and councils, and his fealty to Christ. No. 2, "They Have Their Reward," impressively develops the familiar connection between sowing and reaping, and while granting that the followers of the lower instincts "have their reward," such as it is, sets forth the Pauline doctrine of germinal evolution, and urges the sowing to the spirit rather than to the flesh, as the surest beginning of a Christian manhood. No. 3, "The Personal Influence of God," is a plea for soul-intercourse with Christ as a means of coming under the direct living influence of the Deity. No. 4, "The Principle of Spiritual Growth," analyzes what Jesus called the "expediency" of his leaving his disciples, and the earth he had come to save, to their own efforts, in order that the very absence of the beloved One might develop faith and strength to "live as seeing Him who is invisible."

THE EMERSON CALENDAR FOR 1883.—Has for its leading decoration a gigantic pine-tree, its branches bearing a scroll with the words "The Design Emerson Calendar, 1883." At one side of the design is a vignette of Mr. Emerson's home at Concord. A deep orange glow of the setting sun rises over the tree-tops, throwing them into bold relief.

The coloring of this Calendar is peculiarly pleasing, since it is wonderfully rich, including twenty colors, yet without any approach to tawdriness or glaring effects.

The selections from Emerson's writings for each day of the year from a series of remarkably wise and suggestive sentences.

Admirers of the singular wisdom of Mr. Emerson's writings, and of the striking elevation and charm of his character, will welcome this beautiful Calendar. The price of it is one dollar, and it is published by Houghton, Mifflin & Co., Boston, Mass.

THE LONGFELLOW CALENDAR FOR 1883.—This Calendar has many features which commend it to special popular favor.

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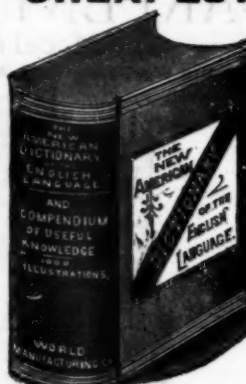
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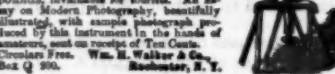
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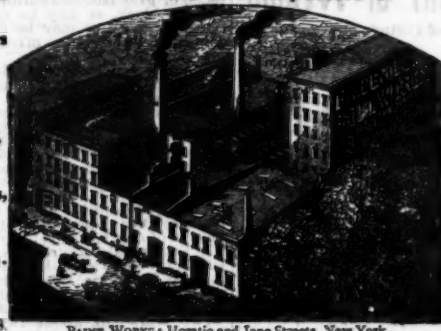
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